H-0 # PLANNING THE "QUESTIONING"

H-1 I. REASONS FOR A PLAN

A. NO TWO "QUESTIONINGS" ARE THE SAME. EACH IS SHAPED DEFINITIVELY BY THE PERSONALITY OF THE SUBJECT. ONLY WHEN THE STRENGTHS AND WEAKNESSES OF THE SUBJECT HAVE BEEN IDENTIFIED AND UDERSTOOD DOES IT BECOME POSSIBLE TO PLAN REALISTICALLY.

H-2 B. THE LONG RANGE GOAL OF THE "QUESTIONING" IS TO OBTAIN FROM THE SUBJECT ALL USEFUL INFORMATION THAT HE
H-3 HAS. TO ACHIEVE THIS, HIS CAPACITY FOR RESISTANCE
H-4 ~~MUST~~ SHOULD BE ~~DESTROYED AND~~ REPLACED WITH A COOPERATIVE ATTITUDE.

H-5 C. "QUESTIONING" IS AN ONGOING INTERPERSONAL PROCESS AND EVERYTHING THAT TAKES PLACE INFLUENCES ALL SUBSEQUENT EVENTS. CONTINUAL APPLICATION OF TECHNIQUES THAT FAIL ONLY BOLSTER THE SUBJECT'S CONFIDENCE AND HIS ABILITY TO RESIST. THEREFORE, IT IS WRONG TO TRY ONE TECHNIQUE AFTER ANOTHER UNTIL THE PROPER METHOD IS DISCOVERED BY CHANCE. THIS TYPE OF AIMLESS APPROACH CAN RUIN THE CHANCE FOR SUCCESS EVEN IF PROPERLY PLANNED TECHNIQUES ARE USED LATER.

II. STEPS PRIOR TO CONSTRUCTION OF THE PLAN

H-6 A. THE SUBJECT IS SCREENED TO DETERMINE:

H-7 1. HIS BACKGROUND BIOGRAPHIC DATA WHICH IS USED TO CONDUCT TRACES AND VERIFY FILES HOLDINGS.

2. HIS KNOWLEDGEABILITY IN RELATION TO REQUIREMENTS.

3. HIS PREVIOUS EXPOSURE TO "QUESTIONING" OR DETENTION.

H-8 B. A PSYCHOLOGICAL ASSESSMENT IS MADE TO DETERMINE:

H-9 1. INTO WHICH EMOTIONAL CATEGORY HE FITS.

2. ANY PSYCHOLOGICAL ABNORMALITIES.

3. HIS DEGREE OF WILLINGNESS TO COOPERATE.

4. WHAT HIS POTENTIAL VULNERABILITIES ARE.

5. HOW HE VIEWS HIS POTENTIAL FOR SURVIVING HIS SITUATION.

6. WHETHER HE FEELS THAT REVEALING THE DESIRED INFORMATION POSES A PERSONAL THREAT TO HIM.

7. WHAT COURSE OF ACTION WILL REDUCE HIS ABILITY TO RESIST.

H-10 C. DETAILED STUDY OF THE SUBJECT'S ORGANIZATION.

H-11 D. STUDY THE AREAS IN WHICH HE HAS OPERATED.

H-12 E. REVIEW ALL RECENT TRAVEL OF THE SUBJECT.

H-13 F. STUDY THE SUBJECT'S PERSONAL BELONGINGS.

H-14 G. REVIEW RELATED INFORMATION OBTAINED FROM OTHER SOURCES.

H-15 H. WITHIN SECURITY LIMITATIONS, CIRCULATE THE SUBJECT'S BIO-DATA TO OTHER INTERESTED AGENCIES WITH A REQUEST FOR TAILORED REQUIREMENTS.

H-16 I. COLLATE ALL OF THE ABOVE.

III. SPECIFIC DETAILS TO BE INCLUDED IN THE PLAN

THE PLAN SHOULD PREPARED SYSTEMATICALLY, BUT ALWAYS ALLOW FOR REVISION AS THE "QUESTIONING" PROGRESSES. THE PSYCHOLOGICAL ASSESSMENT IS A CONTINUING PROCESS AND MUST BE MODIFIED PERIODICALLY BASED UPON NEW EVALUATIONS.

H-17 A. OBJECTIVE OF THE "QUESTIONING"

H-18 1. WHAT INFORMATION DO WE WANT TO OBTAIN?

H-18 2. WHY DO WE FEEL THE SUBJECT HAS THIS INFORMATION?

H-18 3. HOW IMPORTANT IS THIS INFORMATION?

H-18 4. HOW CAN THIS INFORMATION BE BEST OBTAINED?

H-18 5. IF SPECIFIC GOALS CANNOT BE DISCERNED CLEARLY, FURTHER INVESTIGATION IS NEEDED BEFORE THE "QUESTIONING" STARTS.

H-18 6. ANY CONFUSION CONCERNING THE PURPOSE OF THE "QUESTIONING" OR THE BELIEF THAT THE PURPOSE WILL TAKE SHAPE AFTER THE "QUESTIONING" IS UNDER WAY, IS ALMOST CERTAIN TO LEAD TO AIMLESSNESS AND FAILURE.

H-19 B. RESISTANCE BY THE SUBJECT

H-20 1. WHAT TYPE AND INTENSITY OF RESISTANCE IS ANTICIPATED?

H-20 2. IS THE INFORMATION DAMAGING TO THE SUBJECT IN ANY WAY?

H-20 3. CAN THE INFORMATION BE OBTAINED FROM OTHER SOURCES?

H-20 4. WHICH TECHNIQUES WILL PROBABLY BE MOST SUCCESSFUL IN OVERCOMING RESISTANCE?

H-20 5. WHICH RATIONALIZATION WILL BEST AID THE SUBJECT IN OVERCOMING HIS RESISTANCE?

H-21 C. THE "QUESTIONING" ROOM

H-22 1. IS THE ROOM FREE OF DISTRACTIONS?

H-22 2. ARE THE FURNISHINGS CONDUCIVE TO THE DESIRED MOOD?

H-22 3. ARE THERE WARNING LIGHTS TO PREVENT INTERRUPTIONS?

H-22 4. ARE THERE PROVISIONS FOR OUTSIDE VIEWING AND RECORDING?

H-22 5. ARE THERE PROVISIONS FOR RESTRAINTS IF REQUIRED?

H-22 6. ARE THERE PROVISIONS FOR REFRESHMENTS IF REQUIRED?

H-23 D. THE PARTICIPANTS

H-24 1. WILL THE SUBJECT BE "QUESTIONED" ALONE OR JOINTLY WITH OTHER SUBJECTS? SEPARATE "QUESTIONING" INCREASES A SUBJECT'S FEELING OF BEING CUT OFF FROM FRIENDLY AID AND PERMITS THE USE OF A NUMBER OF TECHNIQUES THAT WOULD NOT BE POSSIBLE OTHERWISE.

CONFRONTATION OF TWO SUBJECTS IN ORDER TO PRODUCE ADMISSIONS IS ESPECIALLY DANGEROUS IF NOT PRECEEDED BY SEPARATE "QUESTIONING" SESSIONS WHICH HAVE EVOKED COMPLIANCE FROM ONE OF THE SUBJECTS.

H-24 2. WILL THERE BE MORE THAN ONE "QUESTIONER"? IF SO, HOW WILL THE TEAM FUNCTION? HAVE ROLES BEEN ASSIGNED AND REHEARSED? THE "QUESTIONER" MUST BE ABLE TO FUNCTION ON TWO LEVELS. HE MUST ACHIEVE RAPPORT WITH THE SUBJECT BUT REMAIN A DETACHED OBSERVER, WHOLLY UNCOMMITTED AT A DEEPER LEVEL, NOTING THE SIGNIFICANCE OF THE SUBJECT'S REACTIONS AND THE EFFECTIVENESS OF HIS OWN PERFORMANCE.

H-24 3. WHAT OTHER SUPPORT WILL BE REQUIRED? INTERPRETER, DOCTOR, PSYCHIATRIST, MATRON, ANALYST, ETC.

H-24 4. HAVE POSSIBLE REASONS FOR CHANGING "QUESTIONERS" BEEN ANTICIPATED AND PLANNED FOR? IF THE RELATIONSHIP BETWEEN THE FIRST "QUESTIONER" AND THE SUBJECT IS DESTROYED BY A CHANGE IN "QUESTIONERS", THE REPLACEMENT MUST NOT ONLY START FROM SCRATCH BUT ACTUALLY STARTS WITH A HANDICAP, BECAUSE THE SUBJECT'S PREVIOUS EXPOSURE TO "QUESTIONING" WILL HAVE MADE HIM A MORE EFFECTIVE RESISTER.

H-24 5. HAS THE "QUESTIONER" DETERMINED HIS BARGAINING POSITION?

H-24 ~~6. HAS THE "QUESTIONER" OBTAINED APPROVAL FOR ANY COERCIVE TECHNIQUES TO BE USED?~~

H-25 E. THE TIMING

H-26 1. WHAT IS THE ESTIMATED TIME TO ACCOMPLISH THE OBJECTIVES OF THE "QUESTIONING"?

H-26 2. HOW MUCH TIME IS AVAILABLE TO THE "QUESTIONER" FOR DETENTION OF THE SUBJECT?

H-26 3. HAS A COMPLETE SCHEDULE OF SESSIONS BEEN PLANNED? "QUESTIONING" OF A RESISTANT SUBJECT SHOULD BE DONE ON A VARYING SCHEDULE SO AS TO DISRUPT HIS SENSE OF CHRONOLOGICAL ORDER. DISORIENTATION WILL REDUCE HIS CAPACITY FOR RESISTANCE.

H-27 F. THE TERMINATION

H-28 1. THE TERMINATION PHASE SHOULD BE CONSIDERED BEFORE "QUESTIONING" EVER STARTS. THE TECHNIQUES USED AND EVEN THE OBJECTIVE OF THE "QUESTIONING" MAY BE SHAPED BY THE PLANNED EMPLOYMENT OF THE SUBJECT.

H-28 2. ~~HAS PSYCHOLOGICAL REGRESSION BEEN INDUCED? HOW IS IT PLANNED TO RESTORE HIM?~~

H-28 2. WILL HE SIMPLY BE RELEASED? IF SO, WILL HE BE ABLE TO CAUSE EMBARRASSMENT BY GOING TO THE NEWSPAPERS OR COURTS? SPENDING THE EXTRA TIME WITH HIM TO REPLACE HIS SENSE OF EMPTINESS WITH NEW VALUES CAN BE GOOD INSURANCE. WILL A QUIT-CLAIM BE OBTAINED?

H-28 3. 4. WILL HE BE TURNED OVER TO ANOTHER SERVICE? IF SO, HOLD TO A MINIMUM THE INFORMATION ABOUT YOUR SERVICE AND YOUR METHODS THAT HE CAN COMMUNICATE.

H-28 4. 5. IS OPERATIONAL USE CONTEMPLATED? HOW WILL HE BE PHASED INTO THE OPERATION? IF HE IS TO BE RETURNED TO HIS ORGANIZATION TO WORK AGAINST HIS EX-COLLEAGUES, HE MUST BE RETURNED QUICKLY SO AS NOT TO BE MISSED. HAVE RECONTACT ARRANGEMENTS BEEN MADE? HOW IS HE TO BE PAID?

I-0 CONDUCTING THE "QUESTIONING"

I-0

I. STRUCTURE OF THE "QUESTIONING"

THERE ARE FOUR PHASES IN A "QUESTIONING".

I-1 A. THE OPENING

A PRINCIPAL GOAL DURING THE OPENING PHASE IS TO CONFIRM THE PERSONALITY ASSESSMENT MADE DURING SCREENING AND TO GAIN A DEEPER UNDERSTANDING OF THE SUBJECT. UNLESS TIME IS CRUCIAL, THE SUBJECT IS ALLOWED TO TALK WITHOUT INTERRUPTION. HE MAY REVEAL SIGNIFICANT FACTS WHICH WERE PREVIOUSLY OVERLOOKED.

A SECOND GOAL IS TO ESTABLISH RAPPORT. A LACK OF RAPPORT MAY CAUSE A SUBJECT TO WITHHOLD INFORMATION THAT HE WOULD HAVE PROVIDED FREELY. ESTABLISHING RAPPORT MAY INDUCE A SUBJECT WHO IS DETERMINED TO WITHHOLD INFORMATION TO CHANGE HIS ATTITUDE. THE "QUESTIONER" SHOULD NOT BE DISSUADED FROM THE EFFORT TO ESTABLISH RAPPORT BY THE BELIEF THAT NO MAN IN HIS RIGHT MIND WOULD INCRIMINATE HIMSELF. THE HISTORY OF "QUESTIONING" IS FULL OF CONFESSIONS AND SELF-INCRIMINATIONS.

THE "QUESTIONER" SHOULD REMAIN BUSINESS-LIKE BUT ALSO FRIENDLY. HE SHOULD AVOID BEING DRAWN INTO A CONFLICT OF PERSONALITIES WHERE THE SELF-ESTEEM OF THE SUBJECT IS INVOLVED. HOSTILITY FROM THE SUBJECT IS BEST HANDLED BY A CALM INTEREST IN WHAT HAS AROUSED HIM, i.e. "WHY DON'T YOU TELL ME WHAT HAS MADE YOU ANGRY?"

I-2 DURING THE OPENING PHASE THE "QUESTIONER" TRIES TO DETERMINE THE CAUSE FOR ANY RESISTANCE BY THE SUBJECT. USUALLY, IT IS FOR ONE OF FOUR REASONS:

1) A SPECIFIC NEGATIVE REACTION TO THE "QUESTIONER".

2) RESISTANCE "BY NATURE" TO ANY COMPLIANCE WITH AUTHORITY.

3) INFORMATION SOUGHT IS DAMAGING OR INCRIMINATING.

4) IDEOLOGICAL RESISTANCE BECAUSE OF A BELIEF IN A CAUSE.

THE "QUESTIONER" WHO SENSES DURING THE OPENING PHASE THAT HE IS HEARING A COVER STORY SHOULD RESIST THE NATURAL IMPULSE TO DEMONSTRATE ITS FALSITY. IT IS BETTER TO LEAVE AN AVENUE OF ESCAPE, A MEANS BY WHICH THE SUBJECT CAN CORRECT HIS STORY WITHOUT LOOKING FOOLISH.

IF IT IS DECIDED TO CONFRONT THE SUBJECT WITH PROOF OF LYING LATER DURING THE "QUESTIONING", IT SHOULD BE DONE IN A MANNER SIMILAR TO CROSS EXAMINATION IN COURT. FOR INSTANCE, A WITNESS WOULD BE CONFRONTED WITH A LIE IN SUCH A WAY THAT HE COULD NEITHER DENY IT NOR EXPLAIN IT. IF YOU HAD A LETTER WRITTEN BY A WITNESS IN WHICH HE TAKES THE OPPOSITE POSITION ON SOMETHING HE HAS JUST SWORN TO, YOU WOULD NOT JUST READ IT TO HIM WITH THE INQUIRY, "WHAT DO YOU HAVE TO SAY TO THAT?" THE CORRECT METHOD WOULD BE TO LEAD THE WITNESS INTO REPEATING THE STATEMENTS WHICH HIS LETTER CONTRADICTS. THEN READ THE LETTER TO HIM WITHOUT ALLOWING HIM TO EXPLAIN.

HOW LONG THE OPENING PHASE CONTINUES DEPENDS UPON HOW LONG IT TAKES TO ESTABLISH RAPPORT OR TO DETERMINE THAT COOPERATION IS UNOBTAINABLE.

I-3 B. THE RECONNAISSANCE

IF RAPPORT HAS BEEN ESTABLISHED AND THE SUBJECT IS COOPERATIVE, THEN THIS PHASE CAN BE BYPASSED. BUT IF HE IS WITHHOLDING, THE PURPOSE OF THE RECONNAISSANCE IS TO PROBE THE CAUSES, EXTENT, AND INTENSITY OF HIS RESISTANCE TO DETERMINE THE KIND AND DEGREE OF PRESSURE THAT WILL BE NEEDED DURING THE THIRD PHASE.

I-4 TWO DANGERS ARE LIKELY TO APPEAR DURING THE RECONNAISSANCE. UNTIL NOW THE "QUESTIONER" HAS NOT CONTINUED A LINE OF QUESTIONING WHEN RESISTANCE WAS MET, BUT NOW, AS HE KEEPS COMING BACK TO AREAS OF SENSITIVITY, RAPPORT MAY BE STRAINED AND THE SUBJECT MAY ATTEMPT TO PERSONALIZE THE CONFLICT. THE "QUESTIONER" MUST RESIST THIS ATTEMPT.

THE SECOND DANGER IS THE NATURAL INCLINATION TO RESORT TO RUSES TO GET THE "QUESTIONING" OVER WITH IN A HURRY. THE PURPOSE OF THE RECONNAISSANCE IS TO PROBE. THE "QUESTIONER" SHOULD RESERVE HIS FIRE-POWER UNTIL HE KNOWS WHAT HE IS UP AGAINST.

I-5 C. THE DETAILED QUESTIONING

MAJOR CONSIDERATIONS INCLUDE:

I-6 1) KNOW WHAT THE SPECIFIC REQUIREMENTS ARE AND WHAT QUESTIONS YOU WANT TO USE.

I-7 2) KEEP THE QUESTIONING FOCUSED ON THE REQUIREMENTS.

I-8 3) COVER ALL ELEMENTS OF WHO, WHAT, WHEN, WHERE, WHY, HOW.

I-9 4) DETERMINE IF THE SUBJECT'S KNOWLEDGE IS FIRST HAND, LEARNED INDIRECTLY, OR MERELY ASSUMPTION. IF LEARNED INDIRECTLY, OBTAIN IDENTITIES OF SUB-SOURCES. IF ASSUMPTION, GET THE FACTS UPON WHICH IT IS BASED.

I-10 5) CONTINUE TO REEXAMINE THE SUBJECT'S BIOGRAPHIC HISTORY, OVER AND OVER, IN MORE AND MORE DETAIL.

I-11 6) COVER GAPS OR DISCREPANCIES NOTED IN PREVIOUS SESSIONS.

I-12 7) MAKE NOTES OF TOPICS TO BE EXPLORED LATER. THEY TEND TO DISRUPT THE PLAN IF COVERED AS THEY POP UP.

I-13 8) EXPECT THE SUBJECT'S PSYCHOLOGICAL CONDITION TO VARY PERIODICALLY AND VARY YOUR TECHNIQUE

I-14 9) FROM THE BEGINNING TO THE END OF THE "QUESTIONING" MAKE THE SUBJECT FEEL THAT YOUR INTEREST IN HIM HAS REMAINED CONSTANT.

I-15 THINGS TO AVOID DURING THE DETAILED QUESTIONING:

I-15 1) DO NOT ALLOW THE SUBJECT TO DETERMINE YOUR EXACT AREA OF INTEREST.

I-16 2) DO NOT ALLOW THE SUBJECT TO DETERMINE THE EXTENT OF YOUR KNOWLEDGE.

I-17 3) DO NOT GIVE THE SUBJECT A LIST OF QUESTIONS AND ASK HIM TO ANSWER THEM.

I-18 4) DO NOT ASK QUESTIONS REQUIRING "YES" OR "NO" ANSWERS.

I-19 5) DO NOT PUSH THE "QUESTIONING" BEYOND THE RATE PLANNED. REMEMBER, TIME IS ON YOUR SIDE.

I-20 OTHER CONSIDERATIONS

I-20 IDEOLOGICAL ARGUMENT

THE "QUESTIONER" SHOULD BE PREPARED TO DISCUSS THE PRINCIPLES OF AND OFFER VALID ALTERNATIVES TO THE IDEOLOGY THAT MOTIVATED THE SUBJECT TO SELECT HIS PARTICULAR COURSE OF ACTION. THE PURPOSE OF THIS DISCUSSION IS NOT TO PROVE THE SUBJECT WRONG BUT TO PROVIDE HIM WITH REASONS WHICH HE CAN USE TO JUSTIFY TO HIMSELF FOR CHANGING SIDES.

I-21 BARGAINING

HAVING THE PROPER APPROVAL TO BARGAIN WITH THE SUBJECT. TO BE ABLE TO OFFER HIM SOMETHING IN EXCHANGE FOR HIS COOPERATION CAN SAVE WEEKS OF EFFORT. PRIOR TO CONDUCTING THE "QUESTIONING", THE "QUESTIONER" MUST BE VERY SURE AS TO WHAT OFFERS MAY BE MADE AND WHAT MAY NOT.

EXAMPLES OF WHAT THE SUBJECT MAY ASK:

1) WHAT CAN YOU DO FOR HIM IF HE COOPERATES?
2) WHAT WILL HAPPEN TO HIM IF HE DOES NOT?
3) CAN YOU PROTECT HIM FROM RETALIATION?

EXAMPLES OF OFFERS THE "QUESTIONER" CAN MAKE:

1) PROTECTION
2) NEW IDENTITY
3) RELOCATION TO ANOTHER COUNTRY
4) CHANCE TO WORK AGAINST FORMER COLLEAGUES

THREATS

A THREAT IS BASICALLY A MEANS FOR ESTABLISHING A BARGAINING POSTION BY INDUCING FEAR IN THE SUBJECT. A THREAT SHOULD NEVER BE MADE UNLESS IT IS PART OF THE PLAN AND THE "QUESTIONER" HAS THE APPROVAL TO CARRY OUT THE THREAT. WHEN A THREAT IS USED, IT SHOULD ALWAYS BE IMPLIED THAT THE SUBJECT HIMSELF IS TO BLAME BY USING WORDS SUCH AS, "YOU LEAVE ME NO OTHER CHOICE BUT TO ...." HE SHOULD NEVER BE TOLD TO COMPLY "OR ELSE!"

EXAMPLES OF THREATS:

1) TURN HIM OVER TO LOCAL AUTHORITIES FOR LEGAL ACTION

2) RETURN HIM TO HIS ORGANIZATION AFTER COMPROMISING HIM

3) PUBLIC EXPOSURE

4) DEPRIVATIONS OF PRISON [illegible] SUCH AS CIGARETTES

5) DEPORTATION

6) CONFISCATION OF PROPERTY

~~7) PHYSICAL VIOLENCE~~ ✓

I-23 D. THE TERMINATION

THE DISPOSITION OF THE SUBJECT MUST BE PLANNED BEFORE THE "QUESTIONING" EVER STARTS. BE SURE TO CONSIDER ALL THE POINTS COVERED UNDER "THE TERMINATION" DURING THE LESSON ON PLANNING.

YOU MUST GUARD AGAINST ANY POSSIBLE TROUBLE CAUSED BY A VENGEFUL SUBJECT. THE BEST DEFENSE IS PREVENTION, THROUGH ENLISTMENT OR COMPROMISE.

THE DETAILED QUESTIONING ENDS ONLY WHEN:

I-24 1) YOU HAVE OBTAINED ALL USEFUL INFORMATION.

I-25 2) YOU HAVE MORE PRESSING REQUIREMENTS.

I-26 3) YOU ARE READY TO ADMIT DEFEAT.

III. CONCLUSION

REMEMBER, THE "QUESTIONER" ALWAYS HAS THE ADVANTAGE IN A "QUESTIONING". HE KNOWS MORE ABOUT THE SUBJECT THAN THE SUBJECT KNOWS ABOUT HIM. HE CREATES, MODIFIES, AMPLIFIES, AND TERMINATES THE SUBJECT'S ENVIRONMENT. HE SELECTS THE EMOTIONAL KEYS UNDER WHICH THE "QUESTIONING" WILL PROCEED. THE SUBJECT IS ACUTELY AWARE THAT THE "QUESTIONER" CONTROLS HIS ULTIMATE DISPOSITION.

K-0 NON-COERCIVE TECHNIQUES

I. GENERAL

A. SUBJECTS MAKE ADMISSIONS OR CONFESSONS BECAUSE THEY ARE IN A STATE OF MIND WHICH LEADS THEM TO BELIEVE THAT COOPERATION IS THE BEST COURSE OF ACTION FOR THEM TO FOLLOW. THE EFFECTIVE USE OF THE PROPER "QUESTIONING" TECHNIQUE WILL AID IN DEVELOPING THIS STATE OF MIND.

K-1 B. ALL NON-COERCIVE "QUESTIONING" TECHNIQUES ARE BASED ON THE PRINCIPLE OF GENERATING PRESSURE INSIDE THE SUBJECT WITHOUT THE APPLICATION OF OUTSIDE FORCE. THIS IS ACCOMPLISHED BY MANIPULATING HIM PSYCHOLOGICALLY UNTIL HIS RESISTANCE IS SAPPED AND HIS URGE TO YIELD IS FORTIFIED.

C. THE EFFECTIVENESS OF MOST "QUESTIONING" TECHNIQUES DEPENDS UPON THEIR UNSETTLING EFFECT. THE "QUESTIONING" PROCESS ITSELF IS UNSETTLING TO MOST PEOPLE ENCOUNTERING IT FOR THE FIRST TIME. THE "QUESTIONER" TRIES TO ENHANCE THIS EFFECT, TO DISRUPT RADICALLY THE FAMILIAR EMOTIONAL AND PSYCHOLOGICAL ASSOCIATIONS OF THE SUBJECT.

D. ONCE THIS DISRUPTION IS ACHIEVED, THE SUBJECT'S RESISTANCE IS SERIOUSLY IMPAIRED. HE EXPERIENCES A KIND OF PSYCHOLOGICAL SHOCK, WHICH MAY ONLY LAST BRIEFLY, BUT DURING WHICH HE IS FAR MORE OPEN TO SUGGESTION AND FAR LIKELIER TO COMPLY, THAN HE WAS BEFORE HE EXPERIENCED THE SHOCK.

E. FREQUENTLY THE SUBJECT WILL EXPERIENCE A FEELING OF GUILT. IF THE "QUESTIONER" CAN INTENSIFY THESE GUILT FEELINGS, IT WILL INCREASE THE SUBJECT'S ANXIETY AND HIS URGE TO COOPERATE AS A MEANS OF ESCAPE.

F. THE INITIAL ADVANTAGE ALWAYS LIES WITH THE "QUESTIONER". FROM THE OUTSET, HE KNOWS A GREAT DEAL MORE ABOUT THE SUBJECT THAN THE SUBJECT KNOWS ABOUT HIM. HE IS ABLE TO MANIPULATE THE SUBJECT'S ENVIRONMENT, TO CREATE UNPLEASANT ~~OR INTOLERABLE~~ SITUATIONS, ~~TO DISRUPT PATTERNS OF TIME, SPACE, AND SENSORY PERCEPTION~~. THE SUBJECT IS VERY MUCH AWARE THAT THE "QUESTIONER" CONTROLS HIS ULTIMATE DISPOSITON.

G. THE NUMBER OF VARIATIONS IN TECHNIQUES IS LIMITED ONLY BY THE EXPERIENCE AND IMAGINATION OF THE "QUESTIONER". THE SUCCESS AND SKILL OF AN EXPERIENCED "QUESTIONER" LIE IN HIS ABILITY TO MATCH THE TECHNIQUE SELECTED TO THE PERSONALITY OF THE SUBJECT AND HIS RAPID EXPLOITATION AT THE MOMENT OF SHOCK.

H. THE "QUESTIONER" SHOULD NOT TRY VARIOUS TECHNIQUES UNTIL HE FINDS ONE THAT WORKS. THE USE OF UNSUCCESSFUL TECHNIQUES WILL IN ITSELF INCREASE THE SUBJECT'S WILL AND ABILITY TO RESIST.

I. IF IN THE OPINION OF THE "QUESTIONER", A SUBJECT HAS THE WILL AND DETERMINATION TO WITHSTAND ALL NON-COERCIVE TECHNIQUES, IT IS BETTER TO AVOID THEM COMPLETELY.

II. TECHNIQUES

K-2 A. THE DIRECT APPROACH

THE "QUESTIONER" MAKES NO EFFORT TO CONCEAL THE PURPOSE OF THE "QUESTIONING" BECAUSE HE FEELS THE SUBJECT WILL OFFER LITTLE OR NO RESISTANCE. ITS ADVANTAGE IS THAT IT IS SIMPLE AND TAKES LITTLE TIME. IT HAS PROVEN EFFECTIVE WITH LOW LEVEL SOURCES WITH LITTLE OR NO SECURITY TRAINING. IT IS ALSO USED WITH A SUBJECT WHO HAS PROVEN COOPERATIVE DURING A PREVIOUS SESSION.

K-3 B. GOING NEXT DOOR

OCCASIONALLY THE INFORMATION NEEDED FROM A RESISTANT SUBJECT IS OBTAINABLE FROM ANOTHER, MORE WILLING SOURCE. THE "QUESTIONER" MUST DECIDE WHETHER THE INFORMATION ITSELF IS HIS GOAL OR WHETHER A CONFESSION IS ESSENTIAL FOR OPERATIONAL CONSIDERATIONS.

K-4 C. NOBODY LOVES YOU

A SUBJECT WHO IS WITHHOLDING INFORMATION OF NO GRAVE CONSEQUENCE TO HIMSELF MAY SOMETIMES BE PERSUADED TO TALK BY POINTING OUT THAT EVERYTHING CONCERNING HIS CASE HAS BEEN LEARNED FROM PERSONS WHO MAY BE BIASED OR MALICIOUS. THE SUBJECT OWES IT TO HIMSELF TO BE SURE THE "QUESTIONER" HEARS BOTH SIDES OF THE STORY, OR ELSE HE MAY BE SENTENCED ON THE TESTIMONY OF PERSONAL ENEMIES WITHOUT A WORD IN HIS OWN DEFENSE.

K-5 D. WE KNOW EVERYTHING

THE "QUESTIONER" EXPLAINS TO THE SUBJECT THAT HE ALREADY KNOWS EVERYTHING, THAT THE PURPOSE OF THE "QUESTIONING" IS NOT TO GAIN INFORMATION, BUT TO TEST THE SINCERITY (HONOR, RELIABILITY, ETC.) OF THE SUBJECT. THE "QUESTIONER" THEN ASKS QUESTIONS BASED ON KNOWN DATA. IF THE SUBJECT LIES, HE IS INFORMED FIRMLY AND DISPASSIONATELY THAT HE HAS LIED.

A FILE OR DOSSIER CAN BE PREPARED CONTAINING ALL AVAILABLE INFORMATION CONCERNING THE SUBJECT OR HIS ORGANIZATION. IT CAN BE PADDED WITH EXTRA PAPER, IF NECESSARY, TO GIVE THE ILLUSION THAT IT CONTAINS MORE DATA THAN IS ACTUALLY THERE. IT SHOULD HAVE INDEX TABS SUCH AS: "EDUCATION, "EMPLOYMENT", "CRIMINAL RECORD", "MILITARY SERVICE", ETC.

THE "QUESTIONER" CONFRONTS THE SUBJECT WITH THE DOSSIER AND EXPLAINS THAT HE HAS A COMPLETE RECORD OF EVERY SIGNIFICANT HAPPENING IN THE SUBJECT'S LIFE. HE MAY EVEN READ A FEW SELECTED BITS OF INFORMATION TO FURTHER IMPRESS THE SUBJECT.

BY MANIPULATING THE KNOWN FACTS, THE "QUESTIONER" MAY BE ABLE TO CONVINCE A NAIVE SUBJECT THAT ALL HIS SECRETS ARE OUT AND THAT FURTHER RESISTANCE IS POINTLESS. HOWEVER, IF THIS TECHNIQUE DOES NOT WORK QUICKLY, IT MUST BE DROPPED BEFORE THE SUBJECT LEARNS THE TRUE LIMITS OF THE "QUESTIONER'S" KNOWLEDGE.

K-6 E. DOUBLE INFORMERS

PLANTING AN INFORMANT IN A SUBJECT'S CELL IS A WELL-KNOWN TRICK. LESS WELL KNOWN IS THE TRICK OF PLANTING TWO INFORMANTS (A & B) IN THE SAME CELL. NOW AND THEN, "A" TRIES TO PRY A LITTLE INFORMATION FROM THE SUBJECT. AT THE PROPER TIME, AND DURING A'S ABSENCE, "B" WARNS THE SUBJECT NOT TO TELL "A" ANYTHING BECAUSE "B" SUSPECTS HIM OF BEING AN INFORMANT.

(SUSPICION AGAINST A SINGLE INFORMANT MAY SOMETIMES BE DISPELLED IF HE SHOWS THE SUBJECT A HIDDEN MICROPHONE THAT HE HAS "FOUND" AND SUGGESTS THAT THEY TALK ONLY IN WHISPERS AT THE OTHER END OF THE ROOM)

K-7 F. NEWS FROM HOME

ALLOWING A SUBJECT TO RECEIVE CAREFULLY SELECTED LETTERS FROM HOME CAN HELP CREATE AN EFFECT DESIRED BY THE "QUESTIONER". FOR EXAMPLE, THE SUBJECT MAY GET THE IDEA THAT HIS RELATIVES ARE UNDER DURESS OR SUFFERING. A SUGGESTION AT THE PROPER TIME, THAT HIS COOPERATION OR CONFESSION CAN HELP PROTECT THE INNOCENT MAY BE EFFECTIVE.

IF THE SUBJECT CAN BE LED TO BELIEVE THAT LETTERS CAN BE SMUGGLED OUT WITHOUT THE KNOWLEDGE OF THE AUTHORITIES. THE LETTERS HE WRITES MAY PRODUCE INFORMATION WHICH IS DIFFICULT TO EXTRACT BY DIRECT QUESTIONING.

K-8 G. THE WITNESS

1. A WITNESS CAN BE ESCORTED INTO AN INNER OFFICE PAST THE SUBJECT IN AN OUTER OFFICE WITHOUT ALLOWING THEM TO SPEAK TO EACH OTHER. AFTER AN HOUR, A STENOGRAPHER IS CALLED IN FROM THE OUTER OFFICE, TO GIVE THE IMPRESSION SHE IS TAKING A STATEMENT. SHE LATER RE-EMERGES AND TYPES THE STATEMENT IN THE OUTER OFFICE.. SHE TELEPHONES FOR SOMEONE TO COME IN TO ACT AS LEGAL WITNESS, AND TAKES THE COMPLETED WORK INTO THE INNER OFFICE. THEN THE "QUESTIONER" EMERGES AND INSTRUCTS THE GUARD TO TAKE THE SUBJECT BACK TO HIS CELL STATING, "WE DON'T NEED HIM ANY MORE." EVEN IF THE SUBJECT INSISTS ON TELLING HIS SIDE OF THE STORY, HE IS TOLD TO RELAX BECAUSE THE "QUESTIONER" WILL GET AROUND TO HIM TOMORROW OR THE NEXT DAY.

2. A COOPERATIVE WITNESS CAN SOMETIMES BE COACHED TO EXAGGERATE THE SUBJECT'S INVOLVEMENT OR ACCUSE HIM OF A WORSE CRIME THAN THE MATTER AT HAND. UPON HEARING THESE REMARKS FROM A RECORDING, A SUBJECT MAY CONFESS THE TRUTH ABOUT THE LESSER GUILT IN ORDER TO PROVIDE HIMSELF WITH AN ALIBI.

3. IF THE WITNESS REFUSES TO DENOUNCE THE SUBJECT, THE "QUESTIONER" ELICITS AND RECORDS REMARKS FROM HIM DENOUNCING SOMEONE ELSE KNOWN TO HIM, FOR EXAMPLE, A CRIMINAL WHO WAS RECENTLY CONVICTED IN COURT. DURING THE NEXT SESSION WITH THE SUBJECT, THESE REMARKS, EDITED AS NECESSARY, ARE PLAYED BACK SO THAT THE SUBJECT IS PERSUADED THAT HE IS THE SUBJECT OF THE REMARKS.

K-9 H. JOINT SUSPECTS (AKA DIVIDE AND CONQUER)

IF TWO OR MORE SUBJECTS ARE SUSPECTED OF JOINT COMPLICITY, THEY SHOULD BE SEPARATED IMMEDIATELY. IF TIME PERMITS, "QUESTIONING" SHOULD BE POSTPONED FOR ABOUT A WEEK. ANY ANXIOUS INQUIRIES FROM ONE SUBJECT SHOULD BE MET WITH A REPLY SUCH AS, "WE'LL GET TO YOU IN DUE TIME. THERE'S NO HURRY NOW!". IF DOCUMENTS, WITNESSES, OR OTHER SOURCES YIELD INFORMATION ABOUT SUBJECT "B", SUCH INFORMATION SHOULD BE ATTRIBUTED TO SUBJECT "A" TO GIVE "B" THE IMPRESSION THAT "A" IS TALKING.

IF THE "QUESTIONER" IS QUITE CERTAIN OF THE FACTS BUT CANNOT SECURE AN ADMISSION FROM EITHER SUBJECT, A WRITTEN CONFESSION MAY BE PREPARED WITH A'S SIGNATURE REPRODUCED ON IT. THE CONFESSION CONTAINS ALL THE SALIENT FACTS BUT THEY ARE DISTORTED. IT SHOWS THAT "A" IS ATTEMPTING TO THROW THE ENTIRE BLAME ON "B". (EDITED TAPE RECORDINGS WHICH SOUND AS IF "A" IS DENOUNCING "B" CAN ALSO ACCOMPLISH THE SAME PURPOSE) .

THE INNER-AND-OUTER OFFICE ROUTINE MAY ALSO BE EMPLOYED WITH "A", THE WEAKER, BEING BROUGHT INTO THE INNER OFFICE, AND GIVING "B" IN THE OUTER OFFICE THE IMPRESSION HE IS TALKING.

WHEN THE "QUESTIONER" IS FAIRLY CERTAIN THAT "B" IS CONVINCED THAT "A" HAS BROKEN DOWN AND TOLD HIS STORY HE TELLS "B", "SINCE "A" HAS COOPERATED WITH US, HE WILL BE RELEASED, BUT IT SEEMS THAT HE WAS PRETTY ANGRY WITH YOU AND FEELS THAT YOU GOT HIM INTO THIS JAM. HE MIGHT EVEN GO BACK TO YOUR SUPERIORS AND SAY THAT YOU HAVEN'T RETURNED BECAUSE YOU HAVE DECIDED TO STAY HERE AND WORK FOR US. WOULDN'T IT BE BETTER FOR YOU IF I SET YOU BOTH FREE TOGETHER? WOULDN'T IT BE BETTER TO TELL ME YOUR SIDE OF THE STORY?"

IT IS IMPORTANT THAT IN ALL SUCH GAMBITS, "A" BE THE WEAKER OF THE TWO, EMOTIONALLY AND PSYCHOLOGICALLY.

K-10 I. JOINT "QUESTIONERS" (AKA FRIEND AND FOE)

THE COMMONEST OF THE JOINT "QUESTIONERS" TECHNIQUES IS THE "FRIEND AND FOE" ROUTINE. THE TWO "QUESTIONERS" DISPLAY OPPOSING PERSONALITIES AND ATTITUDES TOWARD THE SUBJECT. FOR EXAMPLE THE FIRST "QUESTIONER" DISPLAYS AN UNSYMPATHETIC ATTITUDE TOWARD THE SUBJECT. HE MAY BE BRUTAL, ANGRY, OR DOMINEERING. HE MAKES IT PLAIN THAT HE CONSIDERS THE SUBJECT THE VILEST PERSON ON EARTH. HIS GOAL IS TO ALIENATE THE SUBJECT. AT THE HEIGHT OF THE ALIENATION, THE SECOND "QUESTIONER" TAKES OVER, SENDING THE FIRST OUT OF THE ROOM.

THE SECOND "QUESTIONER" THEN DISPLAYS A SYMPATHETIC ATTITUDE TOWARD THE SUBJECT, PERHAPS OFFERING HIM COFFEE AND A CIGARETTE. HE EXPLAINS THAT THE ACTIONS OF THE FIRST "QUESTIONER" WERE LARGELY THE RESULT OF HIS LACK OF KNOWLEDGE IN DEALING WITH PEOPLE AND LACK OF HUMAN SENSITIVITY. IF BRUTES LIKE THAT WOULD KEEP QUIET AND GIVE A MAN A FAIR CHANCE TO TELL HIS SIDE OF THE STORY, ETC., ETC.

THE SUBJECT IS NORMALLY INCLINED TO HAVE A FEELING OF GRATITUDE TOWARDS THE SECOND "QUESTIONER", WHO CONTINUES TO DISPLAY A SYMPATHETIC ATTITUDE IN AN EFFORT TO ENHANCE THE RAPPORT FOR THE "QUESTIONING" WHICH WILL FOLLOW. IF THE SUBJECT'S COOPERATIVENESS BEGINS TO FADE, THE SECOND "QUESTIONER" CAN STATE THAT HE CANNOT AFFORD TO WASTE TIME ON SOURCES WHO FAIL TO COOPERATE AND IMPLY THAT THE FIRST "QUESTIONER" MIGHT RETURN TO CONTINUE THE "QUESTIONING".

WHEN THIS TECHNIQUE IS EMPLOYED AGAINST THE PROPER SOURCE, IT WILL NORMALLY GAIN THE SOURCE'S COMPLETE COOPERATION. IT WORKS BEST WITH WOMEN, TEENAGERS, AND TIMID MEN.

K

K-11 J. IVAN IS A DOPE

IT MAY BE USEFUL TO POINT OUT TO A SUBJECT THAT HIS COVER STORY WAS ILL CONTRIVED, THAT HIS ORGANIZATION BOTCHED THE JOB, THAT IT IS TYPICAL OF HIS ORGANIZATION TO IGNORE THE WELFARE OF ITS MEMBERS. THE "QUESTIONER" EXPLAINS THAT HE HAS BEEN IMPRESSED BY THE SUBJECT'S COURAGE AND INTELLIGENCE AND BLAMES THE SUBJECT'S SUPERIORS FOR THE FIX HE IS IN. HE SELLS THE SUBJECT ON THE IDEA THAT HE IS A TRUE FRIEND, WHO UNDERSTANDS THE SUBJECT AND WILL LOOK AFTER HIS WELFARE.

K-12 K. UNANSWERABLE QUESTIONING

A SUBJECT IS SYSTEMATICALLY AND PERSISTENTLY QUESTIONED ABOUT MATTERS OF HIGH POLICY, PERSONS OF PROMINENCE, TECHNICAL DETAIL, ETC., FOR WHICH HE DOES NOT KNOW THE ANSWER. FOR EXAMPLE, HE MAY BE ASKED ABOUT KGB POLICY, THE RELATION OF THE SERVICE TO ITS GOVERNMENT, ITS LIAISON ARRANGEMENTS, ETC. WHEN HE COMPLAINS THAT HE KNOWS NOTHING OF SUCH MATTERS, THE "QUESTIONER" INSISTS THAT HE WOULD HAVE TO KNOW, THAT EVEN THE MOST STUPID MEN IN HIS POSITION KNOW. EVENTUALLY THE SUBJECT IS ASKED A QUESTION TO WHICH HE DOES KNOW THE ANSWER, AND HE FEELS TREMENDOUS RELIEF AT BEING ABLE TO ANSWER THE QUESTION.

CHECKLIST FOR THE "QUESTIONING"

I. OBJECTIVES OF THE "QUESTIONING"

A. WHAT IS THE PURPOSE OF THE "QUESTIONING"?

B. IS THIS A VALID REASON FOR "QUESTIONING"?

C. IS THIS "QUESTIONING" NECESSARY OR CAN THE INFORMATION BE OBTAINED FROM OTHER SOURCES?

II. LIMITATIONS ON CONDUCTING THE "QUESTIONING"

A. IS THE SUBJECT TO BE ARRESTED? BY WHOM? IS THE ARREST LEGAL? IF DIFFICULTIES DEVELOP, WILL THE ARRESTING LIAISON SERVICE REVEAL YOUR INTEREST OR ROLE?

B. IF THE SUBJECT IS TO BE DETAINED, HOW LONG MAY HE LEGALLY BE DETAINED?

C. HAVE ALL LOCAL LAWS AFFECTING THE CONDUCT OF A JOINT OR UNILATERAL EXPLOITATION BEEN COMPILED AND CONSIDERED?

III. ASSESSMENT OF THE SUBJECT

A. HAS ALL AVAILABLE AND PERTINENT INFORMATION ABOUT THE SUBJECT BEEN ASSEMBLED AND STUDIED?

B. HAVE ALL APPROPRIATE DOCUMENTS CARRIED BY THE SUBJECT BEEN SUBJECTED TO TECHNICAL ANALYSIS?

C. HAVE BACKGROUND CHECKS AND TRACES BEEN RUN ON THE SUBJECT AND PERSONS CLOSELY ASSOCIATED WITH HIM BY EMOTIONAL, FAMILY OR BUSINESS TIES?

D. HAVE THE SUBJECT'S BONA FIDES BEEN VERIFIED?

E. HAS THE SUBJECT BEEN SCREENED? WHAT ARE HIS MAJOR PSYCHOLOGICAL CHARACTERISTICS? IN WHICH OF THE NINE MAJOR CATEGORIES DOES HE BELONG?

F. IS IT ANTICIPATED THAT THE SUBJECT WILL BE COOPERATIVE OR RESISTANT? IF RESISTANCE IS EXPECTED, WHAT IS ITS PROBABLE SOURCE: FEAR, PATRIOTISM, POLITICAL CONVICTIONS, RELIGIOUS CONVICTIONS, STUBBORNESS, PERSONAL CONSIDERATIONS?

G. HAS THE SUBJECT BEEN "QUESTIONED" PREVIOUSLY? IS HE KNOWLEDGEABLE ABOUT SOPHISTICATED HOSTILE "QUESTIONING" TECHNIQUES?

IV. PLANNING THE "QUESTIONING"

A. HAS A PLAN BEEN PREPARED?

B. IF THE SUBJECT IS TO BE SENT TO A SPECIAL FACILITY, HAS THE APPROVAL OF THE FACILITY CHIEF BEEN OBTAINED?

C. IF THE SUBJECT IS TO BE DETAINED ELSEWHERE, i.e. A SAFEHOUSE, HAVE ARRANGEMENTS BEEN MADE TO FEED, BED, AND GUARD HIM AS NECESSARY?

D. IS AN APPROPRIATE SETTING FOR THE "QUESTIONING" AVAILABLE?

E. IS THE ENVIRONMENT WHERE THE SUBJECT IS TO BE DETAINED AND "QUESTIONED" FULLY UNDER YOUR MANIPULATON AND CONTROL?

F. WILL THE DETENTION AND "QUESTIONING" FACILITIES BE AVAILABLE FOR THE ENTIRE TIME ESTIMATED AS NECESSARY TO COMPLETE THE EXPLOITATION?

G. WILL THE SESSIONS BE RECORDED OR VIDEO TAPED? IS THE EQUIPMENT AVAILABLE AND INSTALLED?

H. IF THE "QUESTIONING" IS TO BE CONDUCTED JOINTLY WITH A LIAISON SERVICE, HAS DUE CONSIDERATION BEEN GIVEN TO THE OPPORTUNITY THUS AFFORDED TO ACQUIRE ADDITIONAL INFORMATION ABOUT THAT SERVICE WHILE MINIMIZING EXPOSURE OF YOUR OWN SERVICE?

I. DOES THE "QUESTIONER" MEET THE FOLLOWING CRITERIA:

1. ADEQUATE TRAINING AND EXPERIENCE?

2. FAMILIARITY WITH THE LANGUAGE TO BE USED?

3. KNOWLEDGE OF GEOGRAPHICAL AND CULTURAL AREAS?

4. PSYCHOLOGICAL UNDERSTANDING OF THE SUBJECT?

J. IF MORE THAN ONE "QUESTIONER" IS CALLED FOR IN THE PLAN, HAVE ROLES BEEN ASSIGNED AND SCHEDULES PREPARED?

K. WHICH TECHNIQUES HAVE BEEN SELECTED FOR USE WITH THE SUBJECT?

1. HOW WELL DO THEY MATCH THE SUBJECT'S PERSONALITY?

2. IS SOLITARY CONFINEMENT TO BE USED? DOES THE PLACE OF CONFINEMENT PERMIT THE ELIMINATION OF SENSORY STIMULI?

3. ARE THREATS TO BE USED? AS PART OF A PLAN? DOES THE NATURE OF THE THREAT MATCH THE PERSONALITY OF THE SUBJECT?

4. ARE COERCIVE TECHNIQUES TO BE USED? HAVE ALL SUPERVISORS IN YOUR DIRECT CHAIN OF COMMAND BEEN NOTIFIED AND GIVEN APPROVAL? HAS HEADQUARTERS GIVEN APPROVAL?

V. CONDUCTING THE "QUESTIONING"

A. DURING THE OPENING PHASE, IS THERE AN EMOTIONAL REACTION ON EITHER YOUR PART OR THAT OF THE SUBJECT WHICH IS STRONG ENOUGH TO DISTORT THE RESULTS? IF SO, CAN YOU BE REPLACED WITH ANOTHER "QUESTIONER"?

B. DOES YOUR IMPRESSION OF THE SUBJECT CONFIRM OR CONFLICT WITH THE PRELIMINARY ASSESSMENT? IF THERE ARE SIGNIFICANT DIFFERENCES, HOW DO THEY AFFECT THE PLAN FOR THE REMAINDER OF THE "QUESTIONING"?

C. HAS RAPPORT BEEN ESTABLISHED?

D. HAVE THE SUBJECT'S EYES, MOUTH, VOICE, GESTURES, SILENCES, ETC. SUGGESTED AREAS OF SENSITIVITY? IF SO, ON WHAT TOPICS?

E. HAS THE OPENING PHASE BEEN FOLLOWED BY A RECONNAISANCE?

1. WHAT ARE THE KEY AREAS OF RESISTANCE?

2. WHAT TECHNIQUES AND HOW MUCH PRESSURE WILL BE REQUIRED TO OVERCOME THE RESISTANCE?

3. SHOULD THE ESTIMATED DURATION OF THE "QUESTIONING" BE REVISED?

4. ARE FURTHER ARRANGEMENTS NECESSARY FOR CONTINUED DETENTION, LIAISON SUPPORT OR OTHER PURPOSES?

F. IF THE SUBJECT IS SUSPECTED OF MALINGERING, ARE THE SERVICES OF AN EXPERT AVAILABLE?

G. IF THE SUBJECT HAS ADMITTED PRIOR ASSOCIATION WITH A FOREIGN INTELLIGENCE SERVICE, HAVE FULL DETAILS BEEN OBTAINED AND REPORTED?

H. ARE REPORTS BEING MADE AFTER EACH SESSION?

VI. <u>TERMINATING THE "QUESTIONING"</u>

A. HAVE THE OBJECTIVES OF THE "QUESTIONING" BEEN MET?

B. HAS A COMPREHENSIVE SUMMARY REPORT BEEN PREPARED?

C. HAVE ADMISSIONS BY THE SUBJECT BEEN RESEARCHED AND VERIFIED?

D. IF DECEPTION IS DETECTED - RESUME THE "QUESTIONING"!

VII. <u>EXPLOITATION AND DISPOSAL</u>

A. WHAT DISPOSITION OF THE SUBJECT IS TO BE MADE AFTER "QUESTIONING" ENDS?

1. IF THE SUBJECT IS SUSPECTED OF BEING A HOSTILE AGENT, AND HE HAS NOT CONFESSED, WHAT MEASURES WILL BE TAKEN TO ENSURE THAT HE IS NOT ALLOWED TO OPERATE AS BEFORE?

2. IF THE SUBJECT IS TO BE USED OPERATIONALLY, WHAT EFFECT (IF ANY) WILL THE "QUESTIONING" HAVE UPON THE OPERATION?

3. IF THE SUBJECT IS TO BE TURNED OVER TO ANOTHER SERVICE, HOW MUCH WILL HE BE ABLE TO TELL THEM ABOUT YOUR SERVICE AND METHODS?

4. IF THE SUBJECT IS TO BE TURNED OVER TO THE COURTS FOR PROSECUTION, WILL HE BE ABLE TO CAUSE EMBARRASSMENT TO YOUR SERVICE BECAUSE OF HIS DETENTION AND "QUESTIONING"?

B. HAVE ANY PROMISES BEEN MADE TO THE SUBJECT WHICH ARE UNFULFILLED WHEN "QUESTIONING" ENDS? IS HE VENGEFUL OR LIKELY TO STRIKE BACK? HOW?

C. HAS A QUIT-CLAIM BEEN OBTAINED?

D. IF PSYCHOLOGICAL REGRESSION WAS INDUCED IN THE SUBJECT DURING THE "QUESTIONING" PROCESS, HOW IS IT PLANNED TO RESTORE HIM TO HIS ORIGINAL MENTAL CONDITION?

E. WAS THE "QUESTIONING" SUCCESSFUL? WHY?

F. A FAILURE? WHY?

REPORTING

I. GENERAL

REMEMBER THAT THE "QUESTIONING" IS NOT AN END IN ITSELF; IT IS ONLY ONE PART OF THE INTELLIGENCE CYCLE. REGARDLESS OF HOW SUCCESSFUL THE "QUESTIONING" MAY BE, IT IS WORTHLESS UNTIL REDUCED TO WRITING. THE PURPOSE OF A REPORT IS TO RECORD THE INFORMATION OBTAINED DURING "QUESTIONING" FOR FUTURE REFERENCE, ANALYSIS AND DISSEMINATION.

II. RAW NOTES

A. RAW NOTES INCLUDE:

- WRITTEN NOTES MADE DURING THE "QUESTIONING".
- AUDIO AND VIDEO RECORDINGS OF THE "QUESTIONING".
- ANY DOCUMENTS THE SUBJECT WAS REQUIRED TO FILL OUT.

B. THE "QUESTIONER'S" WRITTEN NOTES:

- SHOULD BE BRIEF.
- SHOULD BE MADE AS SURREPTITIOUSLY AS POSSIBLE.
- SHOULD BE LABELED WITH DATE/TIME INFORMATION.
- SHOULD NOT DIVULGE AREAS OF INTEREST BY ONLY TAKING NOTES ON CERTAIN TOPICS.

III. USE OF RECORDING DEVICES

THE FOLLOWING SUGGESTIONS APPLY EQUALLY TO BOTH AUDIO AND VIDEO RECORDING DEVICES.

A. THE SUBJECT SHOULD NOT BE AWARE THAT HE IS BEING RECORDED.

B. DO NOT ATTEMPT TO RECORD THE ENTIRE "QUESTIONING" UNLESS THERE IS A SPECIAL PURPOSE FOR DOING SO, SUCH AS LATER EDITING THE TAPE FOR SPECIAL EFFECTS.

C. A/C CURRENT IS PREFERABLE TO BATTERIES BUT BATTERIES SHOULD BE AVAILABLE AS BACKUP.

D. IF YOU MUST USE BATTERIES, THEN ALWAYS START EACH SESSION WITH FRESH BATTERIES.

E. YOU SHOULD HAVE A BACKUP RECORDER IN CASE THE FIRST MALFUNCTIONS.

F. PLAN FOR TAPE REPLACEMENT BEFORE STARTING THE SESSION.

G. LABEL TAPES ON THE OUTSIDE AND ALSO RECORD AN IDENTIFYING HEADER ON THE TAPE ITSELF.

IV. PRINCIPLES OF REPORT WRITING

A. ACCURACY - INFORMATION SHOULD BE REPORTED EXACTLY AS OBTAINED FROM THE SUBJECT. HEARSAY OR "QUESTIONER" COMMENTS SHOULD BE IDENTIFIED AS SUCH.

B. BREVITY - THE REPORT SHOULD BE BRIEF AND TO THE POINT. NOONE WANTS TO READ A TEN PAGE REPORT THAT COULD HAVE BEEN SUMMED UP IN ONE OR TWO.

C. CLARITY - TAKES PRECEDENCE OVER BREVITY. DON'T MAKE THE REPORT SO BRIEF THAT IT LACKS PERTINENT DETAILS.

1. USE SIMPLE SENTENCES AND UNDERSTANDABLE LANGUAGE.

2. BE SPECIFIC - DON'T GENERALIZE.

3. AVOID ABBREVIATIONS WHICH ARE NOT COMMONLY KNOWN. IT O.K. TO ABBREVIATE NAMES OF ORGANIZATIONS BUT SPELL OUT THE FULL NAME THE FIRST TIME IT APPEARS IN THE REPORT FOLLOWED BY THE ABBREVIATION IN PARENTHESES. THEN USE THE ABBREVIATION THROUGHOUT THE REMAINDER OF THE REPORT.

D. COHERENCE - REPORT ITEMS IN A LOGICAL, ORDERLY SEQUENCE.

E. COMPLETENESS - ANSWER ALL QUESTIONS WHICH MAY BE ASKED BY THE READER OF THE REPORT. REPORT NEGATIVE ANSWERS TO PREVENT MISUNDERSTANDINGS AND DUPLICATIONS DURING SESSIONS.

F. TIMELINESS - TAKES PRECEDENCE OVER ALL OTHER PRINCIPLES. YOU MUST WEIGH PERISHABILITY OF THE INFORMATION AGAINST COMPLETENESS. IF IT REACHES THE USER TOO LATE, IT IS OF NO VALUE.

V. FORMATS

THERE IS NO SET FORMAT BUT AT A MINIMUM EVERY REPORT SHOULD ANSWER WHO, WHAT, WHEN, WHERE, WHY, AND HOW. THE FOLLOWING ARE GUIDELINES FOR THE FINAL REPORT:

A. ONE TOPIC - ONE REPORT. THIS IS A TREMENDOUS AID IN LATER ANALYSIS, ESPECIALLY WHEN USING COMPUTERIZED CROSS-REFERENCES OR INDEXING.

B. THE REPORT SHOULD RELATE TO SPECIFIC REQUIREMENTS. REMEMBER THAT THE OBJECTIVE OF THE "QUESTIONING" WAS TO MEET THOSE SPECIFIC REQUIREMENTS.

C. THE REPORT SHOULD INCLUDE AN ASSESSMENT OF THE SUBJECT, HIS INTELLIGENCE, EXPERIENCE, COOPERATIVENESS, AND RELIABILITY.

D. THE REPORT SHOULD INCLUDE A DISCUSSION OF THE TECHNIQUES USED. INCLUDE ALL APPROACHES USED, HOW YOU USED THEM, AND WHICH TECHNIQUE BROKE THE SUBJECT.

E. THE REPORT SHOULD INCLUDE A RECOMMENDATION (POSITIVE OR NEGATIVE) FOR ADDITIONAL "QUESTIONING", BASED UPON THE SUBJECT'S SPECIALIZED AREAS OF KNOWLEDGE.

K-13 L. NONSENSE QUESTIONING

TWO OR MORE "QUESTIONERS" ASK THE SUBJECT QUESTIONS WHICH SEEM STRAIGHTFORWARD BUT WHICH ARE ILLOGICAL AND HAVE NO PATTERN. ANY ATTEMPTED RESPONSE BY THE SUBJECT IS INTERRUPTED BY ADDITIONAL UNRELATED QUESTIONING. IN THIS STRANGE ATMOSPHERE THE SUBJECT FINDS THAT THE PATTERN OF THOUGHT WHICH HE HAS LEARNED TO CONSIDER NORMAL IS REPLACED BY AN EERIE MEANINGLESSNESS.

AT FIRST HE MAY REFUSE TO TAKE THE QUESTIONING SERIOUSLY, BUT AS THE PROCESS CONTINUES DAY AFTER DAY, IT BECOMES MENTALLY INTOLERABLE AND HE BEGINS TO TRY TO MAKE SENSE OUT OF THE SITUATION. CERTAIN TYPES OF VERY ORDERLY AND LOGICAL SUBJECTS BEGIN TO DOUBT THEIR SANITY AND IN THEIR ATTEMPTS TO CLARIFY THE CONFUSION MAKE SIGNIFICANT ADMISSIONS AND BETRAY VALUABLE INFORMATION.

K-14 M. RAPID FIRE QUESTIONING

THE SUBJECT IS ASKED A SERIES OF QUESTIONS IN SUCH A MANNER THAT HE DOES NOT HAVE TIME TO ANSWER COMPLETELY BEFORE THE NEXT QUESTION IS ASKED. BY LIMITING THE TIME HE HAS TO FORMULATE HIS ANSWERS, HE MAY BECOME CONFUSED AND CONTRADICT HIMSELF. THE "QUESTIONER" THEN CONFRONTS HIM WITH THESE INCONSISTENCIES AND IN MANY INSTANCES, HE WILL BEGIN TO TALK FREELY IN AN ATTEMPT TO EXPLAIN HIMSELF AND NEGATE THE "QUESTIONER'S" CLAIM OF INCONSISTENCIES. IN ATTEMPTING TO EXPLAIN HIS ANSWERS, HE IS LIKELY TO REVEAL MORE THAN HE INTENDED.

III. CONCLUSION

IT MAY BE NECESSARY FOR THE "QUESTIONER" TO USE SEVERAL TECHNIQUES TOGETHER OR IN SUCCESSION. HE SHOULD DECIDE DURING THE PLANNING STAGE WHICH TECHNIQUES MATCH THE PERSONALITY OF THE SUBJECT AND OF THESE, WHICH WILL WORK WELL TOGETHER. HE MUST BE PREPARED TO MAKE A SMOOTH TRANSITION FROM ONE TECHNIQUE TO ANOTHER AS THE SUBJECT'S WEAKNESSES BECOME APPARENT DURING THE "QUESTIONING".

L-0

COERCIVE TECHNIQUES

I. THE THEORY OF COERCION

L-1 A. THE PURPOSE OF ALL COERCIVE TECHNIQUES IS TO INDUCE PSYCHOLOGICAL REGRESSION IN THE SUBJECT BY BRINGING A SUPERIOR OUTSIDE FORCE TO BEAR ON HIS WILL

L-2 TO RESIST. REGRESSION IS BASICALLY A LOSS OF AUTONOMY, A REVERSION TO AN EARLIER BEHAVIORAL LEVEL. AS THE SUBJECT REGRESSES, HIS LEARNED PERSONALITY TRAITS FALL AWAY IN REVERSE CHRONOLOGICAL ORDER. HE BEGINS TO LOSE THE CAPACITY TO CARRY OUT THE HIGHEST CREATIVE ACTIVITIES, TO DEAL WITH COMPLEX SITUATIONS, TO COPE WITH STRESSFUL INTERPERSONAL RELATIONSHIPS, OR TO COPE WITH REPEATED FRUSTRATIONS. THE USE OF MOST COERCIVE TECHNIQUES IS IMPROPER AND VIOLATES [illegible]

L-3 B. THERE ARE THREE MAJOR PRINCIPLES INVOLVED IN THE SUCCESSFUL APPLICATION OF COERCIVE TECHNIQUES:

L-3 DEBILITY (PHYSICAL WEAKNESS)

FOR CENTURIES "QUESTIONERS" HAVE EMPLOYED VARIOUS METHODS OF INDUCING PHYSICAL WEAKNESSES: PROLONGED CONSTRAINT; PROLONGED EXERTION: EXTREMES OF HEAT. COLD. OR MOISTURE; AND DEPRIVATION OF FOOD OR SLEEP. THESE TECHNIQUES [illegible] THE ASSUMPTION ~~IS~~ [illegible] THESE [illegible] THE [illegible] THAT LOWERING THE SUBJECT'S PHYSIOLOGICAL RESISTANCE WILL LOWER HIS PSYCHOLOGICAL CAPACITY FOR RESISTANCE: HOWEVER. THERE HAS BEEN NO SCIENTIFIC INVESTIGATION OF THIS ASSUMPTION.

MANY PSYCHOLOGISTS CONSIDER THE THREAT OF INDUCING DEBILITY TO BE MORE EFFECTIVE THAN DEBILITY ITSELF. PROLONGED CONSTRAINT OR EXERTION, SUSTAINED DEPRIVATION OF FOOD OR SLEEP, ETC. OFTEN BECOME PATTERNS TO WHICH A SUBJECT ADJUSTS BY BECOMING APATHETIC AND WITHDRAWING INTO HIMSELF, IN SEARCH OF ESCAPE FROM THE DISCOMFORT AND TENSION. IN THIS CASE DEBILITY WOULD BE COUNTER.PRODUCTIVE.

ANOTHER COERCIVE TECHNIQUE IS ~~THE QUESTIONER SHOULD BE CAREFUL~~ TO MANIPULATE THE SUBJECT'S ENVIRONMENT TO DISRUPT PATTERNS, NOT TO CREATE THEM, SUCH AS ARRANGING MEALS AND SLEEP ~~SHOULD BE GRANTED~~ SO THEY OCCUR IRREGULARLY, IN MORE THAN ABUNDANCE OR LESS THAN ADEQUACY, ON NO DISCERNIBLE TIME PATTERN. THIS IS DONE TO DISORIENT THE SUBJECT AND DESTROYING HIS CAPACITY TO RESIST. HOWEVER IF SUCCESSFUL IT CAUSES SERIOUS PSYCHOLOGICAL DAMAGE AND THEREFORE IS A FORM OF TORTURE.

L-4 DEPENDENCY

HE IS HELPLESSLY DEPENDENT UPON THE "QUESTIONER" FOR THE SATISFACTION OF ALL BASIC NEEDS.

L-5 DREAD (INTENSE FEAR & ANXIETY)

SUSTAINED LONG ENOUGH, A STRONG FEAR OF ANYTHING VAGUE OR UNKNOWN INDUCES REGRESSION. ON THE OTHER HAND, MATERIALIZATION OF THE FEAR IS LIKELY TO COME AS A RELIEF. THE SUBJECT FINDS THAT HE CAN HOLD OUT AND HIS RESISTANCE IS STRENGTHENED.

~~A WORD OF CAUTION:~~ IF THE DEBILITY-DEPENDENCY-DREAD STATE IS UNDULY PROLONGED, THE SUBJECT MAY SINK INTO A DEFENSIVE APATHY FROM WHICH IT IS HARD TO AROUSE HIM. THIS ILLUSTRATES WHY THIS COERCIVE TECHNIQUE MAY PRODUCE TORTURE ~~IT IS ADVISABLE TO HAVE A PSYCHOLOGIST AVAILABLE WHENEVER REGRESSION IS INDUCED~~.

L-6

II. OBJECTIONS TO COERCION

A. THERE IS A PROFOUND MORAL OBJECTION TO APPLYING DURESS BEYOND THE POINT OF IRREVERSIBLE PSYCHOLOGICAL DAMAGE SUCH AS OCCURS DURING BRAINWASHING. BRAINWASHING INVOLVES THE CONDITIONING OF A SUBJECT'S "STIMULUS-RESPONSE BOND" THROUGH THE USE OF THESE SAME TECHNIQUES, BUT THE OBJECTIVE OF BRAINWASHING IS DIRECTED PRIMARILY TOWARDS THE SUBJECT'S ACCEPTANCE AND ADOPTION OF BELIEFS, BEHAVIOR, OR DOCTRINE ALIEN TO HIS NATIVE CULTURAL ENVIRONMENT FOR PROPAGANDA RATHER THAN INTELLIGENCE COLLECTION PURPOSES. THIS TECHNIQUE ~~ASIDE FROM THIS EXTREME, WE WILL NOT JUDGE THE VALIDITY OF OTHER ETHICAL ARGUMENTS.~~ IS ILLEGAL AND MAY NOT BE USED.

L-7

B. Moreover, SOME PSYCHOLOGISTS FEEL THAT THE SUBJCT'S ABILITY TO RECALL AND COMMUNICATE INFORMATION ACCURATELY IS AS IMPAIRED AS HIS WILL TO RESIST. ~~THIS OBJECTION HAS SOME VALIDITY BUT THE USE OF COERCIVE TECHNIQUES WILL RARELY CONFUSE A RESISTANT SUBJECT SO COMPLETELY THAT HE DOES NOT KNOW WHETHER HIS OWN CONFESSION IS TRUE OR FALSE. HE DOES NEED MASTERY OF ALL HIS MENTAL AND PHYSICAL POWERS TO KNOW WHETHER HE IS A SPY OR NOT.~~

ONCE A CONFESSION IS OBTAINED, THE CLASSIC CAUTIONS APPLY. THE PRESSURES ARE LIFTED ENOUGH SO THAT THE SUBJECT CAN PROVIDE INFORMATION AS ACCURATELY AS POSSIBLE. IN FACT, THE RELIEF GRANTED THE SUBJECT AT THIS TIME FITS NEATLY INTO THE "QUESTIOING" PLAN. HE IS TOLD THAT THE CHANGED TREATMENT IS A REWARD FOR TRUTHFULNESS AND EVIDENCE THAT FRIENDLY HANDLING WILL CONTINUE AS LONG AS HE COOPERATES.

III. JUSTIFICATION FOR USING COERCIVE TECHNIQUES

THESE TECHNIQUES SHOULD BE RESERVED FOR THOSE SUBJECTS WHO HAVE BEEN TRAINED OR WHO HAVE DEVELOPED THE ABILITY TO RESIST NON-COERCIVE TECHNIQUES.

L-8

IV. COERCIVE TECHNIQUES

L-8

A. ARREST

THE MANNER AND TIMING OF ARREST SHOULD BE PLANNED TO ACHIEVE SURPRISE AND THE MAXIMUM AMOUNT OF MENTAL DISCOMFORT. HE SHOULD THEREFORE BE ARRESTED AT A MOMENT WHEN HE LEAST EXPECTS IT AND WHEN HIS MENTAL AND PHYSICAL RESISTANCE IS AT ITS LOWEST. IDEALLY IN THE EARLY HOURS OF THE MORNING. WHEN ARRESTED AT THIS TIME, MOST SUBJECTS EXPERIENCE INTENSE FEELINGS OF SHOCK, INSECURITY, AND PSYCHOLOGICAL STRESS AND FOR THE MOST PART HAVE GREAT DIFFICULTY ADJUSTING TO THE SITUATION. IT IS ALSO IMPORTANT THAT THE ARRESTING PARTY BEHAVE IN SUCH A MANNER AS TO IMPRESS THE SUBJECT WITH THEIR EFFICIENCY.

L-9 B. DETENTION

- cut hair
- issue baggy clothing

A PERSON'S SENSE OF IDENTITY DEPENDS UPON A CONTINUITY IN HIS SURROUNDINGS, HABITS, APPEARANCE, ACTIONS, RELATIONS WITH OTHERS, ETC. DETENTION PERMITS THE "QUESTIONER" TO CUT THROUGH THESE LINKS AND THROW THE SUBJECT BACK UPON HIS OWN UNAIDED INTERNAL RESOURCES. DETENTION SHOULD BE PLANNED TO ENHANCE THE SUBJECT'S FEELINGS OF BEING CUT OFF FROM ANYTHING KNOWN AND REASSURING.

LITTLE IS GAINED IF CONFINEMENT MERELY REPLACES ONE ROUTINE WITH ANOTHER. THE SUBJECT SHOULD NOT BE PROVIDED WITH ANY ROUTINE TO WHICH HE CAN ADAPT. NEITHER SHOULD DETENTION BECOME MONOTONOUS TO THE POINT WHERE THE SUBJECT BECOMES APATHETIC. APATHY IS A VERY EFFECTIVE DEFENSE AGAINST "QUESTIONING". CONSTANTLY DISRUPTING PATTERNS WILL CAUSE HIM TO BECOME DISORIENTED AND TO EXPERIENCE FEELINGS OF FEAR AND HELPLESSNESS.

IT IS IMPORTANT TO DETERMINE IF THE SUBJECT HAS BEEN DETAINED PREVIOUSLY, HOW OFTEN, HOW LONG, UNDER WHAT CIRCUMSTANCES, AND WHETHER HE WAS SUBJECTED TO "QUESTIONING". FAMILIARITY WITH DETENTION OR EVEN WITH ISOLATION REDUCES THE EFFECT.

L-10 C. DEPRIVATION OF SENSORY STIMULI

SOLITARY CONFINEMENT ACTS ON MOST PERSONS AS A POWERFUL STRESS. A PERSON CUT OFF FROM EXTERNAL STIMULI TURNS HIS AWARENESS INWARD AND PROJECTS HIS UNCONSIOUS OUTWARD. THE SYMPTOMS MOST COMMONLY PRODUCED BY SOLITARY CONFINEMENT ARE SUPERSTITION, INTENSE LOVE OF ANY OTHER LIVING THING, PERCEIVING INANIMATE OBJECTS AS ALIVE, HALLUCINATIONS, AND DELUSIONS. DELIBERATELY CAUSING THESE SYMTOMS IS A SERIOUS IMPROPRIETY AND

~~ALTHOUGH CONDITIONS IDENTICAL TO THOSE OF SOLITARY CONFINEMENT FOR THE PURPOSE OF "QUESTIONING" HAVE NOT BEEN DUPLICATED FOR SCIENTIFIC EXPERIMENTATION, A NUMBER OF EXPERIMENTS HAVE BEEN CONDUCTED WITH SUBJECTS WHO VOLUNTEERED TO BE PLACED IN "SENSORY DEPRIVATION TANKS". THEY WERE SUSRENDED IN WATER AND WORE BLACK-OUT MASKS, WHICH ENCLOSED THE ENTIRE HEAD AND ONLY ALLOWED BREATHING. THEY HEARD ONLY THEIR OWN BREATHING AND SOME FAINT SOUNDS OF WATER FROM THE PIPING.~~

TO USE PROLONGED SOLITARY CONFINEMENT FOR THE PURPOSE OF EXTRACTING INFORMATION IN QUESTIONING VIOLATES POLICY.

~~TO SUMMARIZE THE RESULTS OF THESE EXPERIMENTS:~~

1) EXTREME DEPRIVATION OF SENSORY STIMULI INDUCES UNBEARABLE STRESS AND ANXIETY AND IS A FORM OF TORTURE. ITS USE CONSTITUTES A SERIOUS IMPROPRIETY AND VIOLATES POLICY. ~~THE MORE COMPLETE THE DEPRIVATION, THE MORE RAPIDLY AND DEEPLY THE SUBJECT IS AFFECTED.~~

~~2) THE STRESS AND ANXIETY BECOME UNBEARABLE FOR MOST SUBJECTS. THEY HAVE A GROWING NEED FOR PHYSICAL AND SOCIAL STIMULI. HOW MUCH THEY ARE ABLE TO STAND DEPENDS UPON THE PSYCHOLOGICAL CHARACTERISTICS OF THE INDIVIDUAL. NOW LET ME RELATE THIS TO THE "QUESTIONING" SITUATION. AS THE "QUESTIONER" BECOMES LINKED IN THE SUBJECT'S MIND WITH HUMAN CONTACT AND MEANINGFUL ACTIVITY, THE ANXIETY LESSENS. THE "QUESTIONER" CAN TAKE ADVANTAGE OF THIS RELATIONSHIP BY ASSUMING A BENEVOLENT ROLE.~~

~~3) SOME SUBJECTS PROGRESSIVELY LOSE TOUCH WITH REALITY, FOCUS INWARDLY, AND PRODUCE DELUSIONS, HALLUCINATIONS AND OTHER PATHOLOGICAL EFFECTS. IN GENERAL, THE MORE WELL-ADJUSTED A SUBJECT IS, THE MORE HE IS AFFECTED BY DEPRIVATION. NEUROTIC AND PSYCHOTIC SUBJECTS ARE COMPARATIVELY UNAFFECTED OR SHOW DECREASES IN ANXIETY.~~

L-11 D. THREATS AND FEAR

THE THREAT OF COERCION USUALLY WEAKENS OR DESTROYS RESISTANCE MORE EFFECTIVELY THAN COERCION ITSELF. FOR EXAMPLE, THE THREAT TO INFLICT PAIN CAN TRIGGER FEARS MORE DAMAGING THAN THE IMMEDIATE SENSATION OF PAIN. IN FACT, MOST PEOPLE UNDERESTIMATE THEIR CAPACITY TO WITHSTAND PAIN. IN GENERAL, DIRECT PHYSICAL BRUTALITY CREATES ONLY RESENTMENT, HOSTILITY, AND FURTHER DEFIANCE.

THE EFFECTIVENESS OF A THREAT DEPENDS ON THE PERSONALITY OF THE SUBJECT, WHETHER HE BELIEVES THE "QUESTIONER" CAN AND WILL CARRY OUT THE THREAT, AND ON WHAT HE BELIEVES TO BE THE REASON FOR THE THREAT. A THREAT SHOULD BE DELIVERED COLDLY, NOT SHOUTED IN ANGER, OR MADE IN RESPONSE TO THE SUBJECT'S OWN EXPRESSIONS OF HOSTILITY. EXPRESSIONS OF ANGER BY THE "QUESTIONER" ARE OFTEN INTERPRETED BY THE SUBJECT AS A FEAR OF FAILURE, WHICH STRENGTHENS HIS RESOLVE TO RESIST.

A THREAT SHOULD GRANT THE SUBJECT TIME FOR COMPLIANCE AND IS MOST EFFECTIVE WHEN JOINED WITH A SUGGESTED RATIONALIZATION FOR COMPLIANCE. IT IS NOT ENOUGH THAT A SUBJECT BE PLACED UNDER THE TENSION OF FEAR; HE MUST ALSO DISCERN AN ACCEPTABLE ESCAPE ROUTE.

THE THREAT OF DEATH HAS BEEN FOUND TO BE WORSE THAN USELESS. THE PRINCIPAL REASON IS THAT IT OFTEN INDUCES SHEER HOPELESSNESS; THE SUBJECT FEELS THAT HE IS AS LIKELY TO BE CONDEMNED AFTER COMPLIANCE AS BEFORE. SOME SUBJECTS RECOGNIZE THAT THE THREAT IS A BLUFF AND THAT SILENCING THEM FOREVER WOULD DEFEAT THE "QUESTIONER'S" PURPOSE.

THE PRINCIPAL DRAWBACK TO USING THREATS OF PHYSICAL COERCION OR TORTURE IS THAT THE SUBJECT MAY CALL THE BLUFF. IF HE DOES, AND SINCE SUCH THREATS CANNOT BE CARRIED OUT, THE USE OF EMPTY THREATS COULD RESULT IN SUBJECT'S GAINING RATHER THAN LOSING SELF-CONFIDENCE.

~~IF A SUBJECT REFUSES TO COMPLY ONCE A THREAT HAS BEEN MADE, IT MUST BE CARRIED OUT. IF IT IS NOT CARRIED OUT, THEN SUBSEQUENT THREATS WILL ALSO PROVE INEFFECTIVE.~~

L-12 E. PAIN

EVERYONE IS AWARE THAT PEOPLE REACT VERY DIFFERENTLY TO PAIN BUT THE REASON IS NOT BECAUSE OF A DIFFERENCE IN THE INTENSITY OF THE SENSATION ITSELF. ALL PEOPLE HAVE APPROXIMATELY THE SAME THRESHOLD AT WHICH THEY BEGIN TO FEEL PAIN AND THEIR ESTIMATES OF SEVERITY ARE ROUGHLY THE SAME. THE WIDE RANGE OF INDIVIDUAL REACTIONS IS BASED PRIMARILY ON EARLY CONDITIONING TO PAIN.

THE TORTURE SITUATION IS AN EXTERNAL CONFLICT, A CONTEST BETWEEN THE SUBJECT AND HIS TORMENTOR. THE PAIN WHICH IS BEING INFLICTED UPON HIM FROM OUTSIDE HIMSELF MAY ACTUALLY INTENSIFY HIS WILL TO RESIST. ON THE OTHER HAND, PAIN WHICH HE FEELS HE IS INFLICTING UPON HIMSELF IS MORE LIKELY TO SAP HIS RESISTANCE.

FOR EXAMPLE, IF HE IS REQUIRED TO MAINTAIN RIGID POSITIONS SUCH AS STANDING AT ATTENTION OR SITTING ON A STOOL FOR LONG PERIODS OF TIME, THE IMMEDIATE SOURCE OF ~~PAIN~~ DISCOMFORT IS NOT THE "QUESTIONER" BUT THE SUBJECT HIMSELF. HIS CONFLICT IS THEN AN INTERNAL STRUGGLE. AS LONG AS HE MAINTAINS THIS POSITION, HE IS ATTRIBUTING TO THE "QUESTIONER" THE ABILITY TO DO SOMETHING WORSE, BUT THERE IS NEVER A SHOWDOWN WHERE THE "QUESTIONER" DEMONSTRATES THIS ABILITY. AFTER A PERIOD OF TIME, THE SUBJECT ~~IS LIKELY TO~~ MAY EXHAUST HIS INTERNAL MOTIVATIONAL STRENGTH. THIS TECHNIQUE MAY ONLY BE USED FOR PERIODS OF TIME THAT ARE NOT LONG ENOUGH TO INDUCE PAIN OR PHYSICAL DAMAGE

INTENSE PAIN IS QUITE LIKELY TO PRODUCE FALSE CONFESSIONS, FABRICATED TO AVOID ADDITIONAL PUNISHMENT. THIS RESULTS IN A TIME CONSUMING DELAY WHILE INVESTIGATION IS CONDUCTED AND THE ADMISSIONS ARE PROVEN UNTRUE. DURING THIS RESPITE, THE SUBJECT CAN PULL HIMSELF TOGETHER AND MAY EVEN USE THE TIME TO DEVISE A MORE COMPLEX CONFESSION THAT TAKES STILL LONGER TO DISPROVE.

SOME SUBJECTS ACTUALLY ENJOY PAIN AND WITHHOLD INFORMATION THEY MIGHT OTHERWISE HAVE DIVULGED IN ORDER TO BE PUNISHED.

IF PAIN IS NOT USED UNTIL LATE IN THE "QUESTIONING" PROCESS AND AFTER OTHER TACTICS HAVE FAILED, THE SUBJECT IS LIKELY TO CONCLUDE THAT THE "QUESTIONER" IS BECOMING DESPARATE. HE WILL FEEL THAT IF HE CAN HOLD OUT JUST A LITTLE LONGER, HE WILL WIN THE STRUGGLE AND HIS FREEDOM. ONCE A SUBJECT HAS SUCCESSFULLY WITHSTOOD PAIN, HE IS EXTREMELY DIFFICULT TO "QUESTION" USING MORE SUBDUED METHODS.

L-13 F. HYPNOSIS AND HEIGHTENED SUGGESTIBILITY

THE RELIABILITY OF ANSWERS OBTAINED FROM A SUBJECT ACTUALLY UNDER THE INFLUENCE OF HYPNOTISM IS HIGHLY DOUBTFUL. HIS ANSWERS ARE OFTEN BASED UPON THE SUGGESTIONS OF THE "QUESTIONER" AND ARE DISTORTED OR FABRICATED.

HOWEVER, THE SUBJECT'S STRONG DESIRE TO ESCAPE THE STRESS OF THE SITUATION CAN CREATE A STATE OF MIND WHICH IS CALLED HEIGHTENED SUGGESTIBILITY. THE "QUESTIONER" CAN TAKE ADVANTAGE OF THIS STATE OF MIND BY CREATING A "HYPNOTIC SITUATION", AS DISTINGUISHED FROM HYPNOSIS ITSELF. THIS HYPNOTIC SITUATION CAN BE
L-14 CREATED BY THE "MAGIC ROOM" TECHNIQUE.

FOR EXAMPLE, THE SUBJECT IS GIVEN AN HYPNOTIC SUGGESTION THAT HIS HAND IS GROWING WARM. HOWEVER, HIS HAND ACTUALLY DOES BECOME WARM WITH THE AID OF A CONCEALED DIATHERMY MACHINE. HE MAY BE GIVEN A SUGGESTION THAT A CIGARETTE WILL TASTE BITTER AND HE COULD BE GIVEN A CIGARETTE PREPARED TO HAVE A SLIGHT BUT NOTICEABLY BITTER TASTE.

A PSYCHOLOGICALLY IMMATURE SUBJECT, OR ONE WHO HAS BEEN REGRESSED, COULD ADOPT A SUGGESTION THAT HE HAS BEEN HYPNOTIZED, WHICH HAS RENDERED HIM INCAPABLE OF RESISTANCE. THIS RELIEVES HIM OF THE FEELING OF RESPONSIBILITY FOR HIS ACTIONS AND ALLOWS HIM TO REVEAL INFORMATION.

L-15 H. NARCOSIS

THERE IS NO DRUG WHICH CAN FORCE EVERY SUBJECT TO DIVULGE ALL THE INFORMATION HE HAS, BUT JUST AS IT IS POSSIBLE TO CREATE A MISTAKEN BELIEF THAT A SUBJECT HAS BEEN HYPNOTIZED BY USING THE "MAGIC ROOM" TECHNIQUE, IT IS POSSIBLE TO CREATE A MISTAKEN BELIEF THAT A SUBJECT HAS BEEN DRUGGED BY USING THE "PLACEBO"
L-16 TECHNIQUE.

STUDIES INDICATE THAT AS HIGH AS 30 TO 50 PERCENT OF INDIVIDUALS ARE PLACEBO REACTORS. IN THIS TECHNIQUE THE SUBJECT IS GIVEN A PLACEBO (A HARMLESS SUGAR PILL) AND LATER IS TOLD HE WAS GIVEN A TRUTH SERUM, WHICH WILL MAKE HIM WANT TO TALK AND WHICH WILL ALSO PREVENT HIS LYING. HIS DESIRE TO FIND AN EXCUSE FOR COMPLIANCE, WHICH IS HIS ONLY AVENUE OF ESCAPE FROM HIS DEPRESSING SITUATION, MAY MAKE HIM WANT TO BELIEVE THAT HE HAS BEEN DRUGGED AND THAT NO ONE COULD BLAME HIM FOR TELLING HIS STORY NOW. THIS PROVIDES HIM WITH A RATIONALIZATION THAT HE NEEDS FOR COOPERATING.

THE FUNCTION OF BOTH THE "PLACEBO" TECHNIQUE AND THE "MAGIC ROOM" TECHNIQUE IS TO CAUSE CAPITULATION BY THE SUBJECT, TO CAUSE HIM TO SHIFT FROM RESISTANCE TO COOPERATION. ONCE THIS SHIFT HAS BEEN ACCOMPLISHED, THESE TECHNIQUES ARE NO LONGER NECESSARY AND SHOULD NOT BE USED PERSISTENTLY TO FACILITATE THE "QUESTIONING" THAT FOLLOWS CAPITULATION.

IV. REGRESSION

AS I SAID AT THE BEGINNING OF OUR DISCUSSION OF COERCIVE TECHNIQUES, THE PURPOSE OF ALL COERCIVE TECHNIQUES IS TO INDUCE REGRESSION. HOW SUCCESSFUL THESE TECHNIQUES ARE IN INDUCING REGRESSION DEPENDS UPON AN ACCURATE PSYCHOLOGICAL ASSESSMENT OF THE SUBJECT AND A PROPER MATCHING OF METHOD TO SOURCE.

L-17 THERE ARE A FEW NON-COERCIVE TECHNIQUES WHICH CAN ALSO BE USED TO INDUCE REGRESSION, BUT ~~TO A LESSER DEGREE THAN CAN BE OBTAINED WITH COERCIVE TECHNIQUES. THE EFFECTIVENESS OF THESE TECHNIQUES DEPENDS UPON THE "QUESTIONER'S" CONTROL OF THE ENVIRONMENT. FOR EXAMPLE:~~ IT IS ILLEGAL AND AGAINST POLICY TO USE THEM TO PRODUCE REGRESSION. FOLLOWING IS A LIST OF THESE NON-COERCIVE TECHNIQUES WHICH REQUIRE GREAT CARE BECAUSE OF THEIR SUSCEPTIBILITY TO ABUSE:

* A. PERSISTENT MANIPULATION OF TIME

B. RETARDING AND ADVANCING CLOCKS

C. SERVING MEALS AT ODD TIMES

D. DISRUPTING SLEEP SCHEDULES

E. DISORIENTATION REGARDING DAY AND NIGHT

F. UNPATTERNED "QUESTIONING" SESSIONS

G. NONSENSICAL QUESTIONING

H. IGNORING HALF-HEARTED ATTEMPTS TO COOPERATE

I. REWARDING NON-COOPERATION

IN GENERAL, THWARTING ANY ATTEMPT BY THE SUBJECT TO RELATE TO HIS NEW ENVIRONMENT WILL REINFORCE THE EFFECTS OF REGRESSION AND DRIVE HIM DEEPER AND DEEPER INTO HIMSELF, UNTIL HE NO LONGER IS ABLE TO CONTROL HIS RESPONSES IN AN ADULT FASHION.

WHETHER REGRESSION OCCURS SPONTANEOUSLY UNDER DETENTION OR IS INADVERTENTLY INDUCED BY THE "QUESTIONER", IT ~~SHOULD~~ CALLS FOR REMEDIAL TREATMENT AS SOON AS IT IS NOTICED. ~~NOT BE ALLOWED TO CONTINUE BEYOND THE POINT NECESSARY TO OBTAIN COMPLIANCE.~~ IN SOME CASES A PSYCHIATRIST SHOULD BE CALLED. ~~PRESENT IF SEVERE TECHNIQUES ARE TO BE EMPLOYED, TO INSURE FULL REVERSAL LATER.~~

~~AS SOON AS POSSIBLE, THE "QUESTIONER" SHOULD PROVIDE THE SUBJECT WITH THE RATIONALIZATION THAT HE NEEDS FOR GIVING IN AND COOPERATING. THIS RATIONALIZATION IS LIKELY TO BE ELEMENTARY, AN ADULT VERSION OF A CHILDHOOD EXCUSE SUCH AS:~~

1. ~~"THEY MADE YOU DO IT."~~
2. ~~"ALL THE OTHER BOYS ARE DOING IT."~~
3. ~~"YOU'RE REALLY A GOOD BOY AT HEART."~~